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ABSTRACT

This manual documents the development and operational stages of the Seniors Teaching Seniors (STS) training project of the Brookdale Institute on Aging and Adult Human Development. It is a practical guide for universities, colleges, community agencies, or consortia of agencies for replicating the training model. Both general guidelines and more specific content about the program are provided. Chapter I discusses adult education and older adults, specifically the topics of educational goals and needs, participation, participation barriers, and future directions. Chapters II and III present overviews of the concept of seniors teaching seniors and of the STS project. In chapter IV the planning phase is discussed. Guidelines are offered for need documentation, establishing an advisory committee, funding and budgeting, the project timetable, recruitment, and selection of participants. Chapter V describes the curriculum development process, which included determination of subject area and methods, development of curriculum areas, and faculty selection. Chapter VI presents the eight-session training course. Each session is described in terms of its learning objectives, content outline, instructional resources required, and suggested learning methods and activities. Chapter VII addresses evaluation and followup. Chapter VIII suggests some program adaptations. Appendixes include an introductory packet, course preparation tools, and other sample materials. (YLB)

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SENIORS TEACHING SENIORS

A Manual for Training Older Adult Teachers

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PREFACE

This manual documents the development and operational stages of the Seniors Teaching Seniors training project of the Brookdale Institute on Aging and Adult Human Development at Columbia University. The project grew from the Institute's concern for meeting training needs in the community, as they arise, utilizing the vast resources of a university setting.

The Seniors Teaching Seniors Manual provides a practical guide for replicating the training model designed by the Institute. Specific lesson plans and content outlines for each of the training sessions are included for illustrative purposes.

The project's evaluation found participants responding very positively and achieving a high success ratio in obtaining teaching positions. Reports from center directors employing the "senior teachers" cite the commendable training job the project accomplished.

The Institute is very grateful to the Brookdale Foundation for project funding, and to the Columbia University School of Social Work for providing space and equipment during the course of the program. Acknowledgment and gratitude are due as well to the staff of the Brookdale Institute on Aging and Adult Human Development, the members of the Seniors Teaching Seniors Advisory Committee, the faculty of the project, and to all the older learners who made the project such a satisfying and successful educational program.

Abraham Monk, Ph.D.
Director, Brookdale Institute

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Chapter I

Adult Education and Older Adults

The Seniors Teaching Seniors Project reflects the theory and practice of adult education. It attempts to develop a unique learning experience that addresses the nature of senior participation in adult education and responds to the need for educational programming that meets not only educational requirements but self-directed learning goals.

Educational Goals and Needs

Education for older adults has a dual purpose that reflects the developmental stages of the later years (Moody, 1976). One goal is to enable seniors, as far as possible, to live their lives as full functioning adults within the mainstream of society. In emphasizing meaningful activity, the educational process avoids aspects of disengagement and focuses on ways of engaging older adults in life's experiences. The approach encourages seniors to adopt positive attitudes toward their lives and to undertake steps to improve what are for many stressful living conditions.

The second goal builds on this personal understanding to facilitate psychological development through the concept of self-actualization. Through a process of "transcendence of the past, transcendence of previous social roles and transcendence of a limited definition of the self" (Moody, 1978, p. 44), older people experience new dimensions of

personal meaning and psychological growth. This re-synthesis of the self brings new understanding of the human experience.

These goals reflect the basic notion in adult education that older adults have unique learning needs. Several researchers, most notably Howard McClusky (1974), have identified these specific needs of the elderly:

--Coping needs relate to the maintenance of adequate social, physical and psychological well-being. This category includes basic educational and life-oriented competencies seniors need to function as full members of society.

--Influence needs encompass the procreative aspects of coping needs. This area includes the individual's need to shape the world as a social change agent.

--Expressive needs reflect the senior's interests in activities of an intrinsic value. Usually, fulfilling these needs allows the individual to satisfy drives that have been unexpressed or underexpressed in earlier years.

--Contributive needs arise from the senior's drive to impart skills or broader wisdom to others. Much of this need stems from the fact that older persons have much to share as a result of their experiences and want to be helpful to their fellow citizens.

--Transcendence needs mirror a strong imperative for continued growth and self-fulfillment. Interests related to this goal enable older adults to gain critical perspective on past roles and actions and to experience a sense of personal integrity during the later years.

Adult Education Participation

Numerous studies demonstrate that participation in continuing education activities is inversely related to age. That is, older adults tend to be under-represented in formal adult education activities despite the fact that during the last decade there have been more efforts than ever to include this population in organized senior education. Recent surveys show that approximately one-third of the nation's colleges and universities offer special programs for older persons (Scanlon, 1978). In addition, De Crow (1975) reported that over 3,500 agencies, such as libraries, unions, museums, and community centers, provide adult education opportunities for seniors. Still, the participation rate for older Americans remains low. National statistics show that less than three percent of those over age sixty take part in organized education (Heisel, Darkenwald, and Anderson, 1981).

Those who do participate in adult education do have higher levels of educational attainment and income and are more likely to be white and female. The young old are more apt to participate than the old old, although participation of those who are at least 70 years of age is increasing. The type of subject matter studied appears to be related to age, sex and educational background. People in their early sixties, men and those with college degrees or higher incomes tend to enroll in job-related classes even after retirement, while persons past their mid-sixties, women and those with limited income prefer courses related to personal improvement or expressive needs. A program's location has an important effect on participation. In general, older adults prefer

courses given at a community organization's facilities as opposed to those offered at other sites, including schools and colleges.

Some experts have suggested that the statistics on the participation of older adults in formal educational programs understate their involvement in learning. There researchers cite studies indicating that seniors are more likely to choose individual learning approaches than to enroll in organized courses of study. Hiemstra (1976) has noted that many elderly undertake self-directed learning projects totalling 324 hours annually. This figure is substantially higher than the commonly accepted national data. By defining participation in various ways, it is possible to alter the figures on learning involvement by older adults.

Participation Barriers

Arguments for the treatment of participation figures aside, a variety of general factors tend to reduce participation by older adults in formal education. Informational, situational, institutional and attitudinal barriers have a great impact on seniors and help explain the under-representation of this group in adult education enrollments (Spencer, 1980).

Informational barriers result in an inadequate awareness of adult education resources. Often older adults have little knowledge of local opportunities for learning, including the people and places most involved. Experience in the social service fields has shown that

concentrated and innovative efforts are required to establish communication channels for the older adult.

Situational barriers include a number of different and limiting factors (Goodrow, 1975). Health-related problems can often inhibit interest in learning activities. Reduced mobility also impedes participation. The frequent lack of safe, efficient and inexpensive transportation is a serious limitation. A final constraint is competing demands on available time. A number of factors, including responsibilities to families and friends, housekeeping, shopping and contact with agencies can diminish or inhibit adult education involvement.

Institutional barriers include specific adult education program features that discourage participation. Poor scheduling, costly program fees, unfavorable physical conditions and depersonalized registration procedures have a negative impact on enrollment.

Attitudinal barriers refer to the acceptance and internalization of negative stereotypes concerning the abilities of the elderly. Prevalent myths depict old age as a period of rigidity, inflexibility and decreasing mental acuity. Other related stereotypes contribute to this negative view. Perceptions of the aged as self-absorbed, more concerned with the past than with acquiring new information and not capable of substantive learning contribute to skepticism about adult education and senior citizens.

Future Directions

In order to meet the goals of adult education for seniors and to surmount the barriers to participation, we must re-evaluate the concepts underlying current programming for older persons and develop new approaches. Strategies such as outreach and social linkage create a supportive, accessible environment that relates to the needs and abilities of older adults. These methods help to overcome the psycho-social barriers that can be so formidable for this group. Among other things, these techniques require educators to work with and through the community groups and organizations that involve older adults, such as churches, senior citizen centers and nutrition sites.

The quality of the learning experience is also important. The learning activity should help overcome continuing self-doubts and fears by providing a supportive and responsive environment. The educational approach of Malcolm Knowles (1970) is particularly appropriate for facilitating learning among the elderly. Its underlying conditions of physical comfort, trust, respect and group ethos characterize a positive learning climate. This climate, in turn, supports the emergence of critical elements in the learning process. The learners share in the planning and conducting of educational activities. In this way, they become active partners in learning while gaining self-confidences and commitment to their goals. This type of learning experience, with its emphasis on active participation, provides "non-threatening education" (Hixson, 1963).

A senior oriented course, by employing a group dynamics focus, emphasizes the following requirements for educational programs for older adults:

--Educational programs must concentrate on personal meanings rather than behavior.

--To deal effectively with meaning, the programs must emphasize the subjective aspect of human experience. Problems of behavior must be seen as having to do with the learners' inner lives--their feelings, beliefs and attitudes.

--Educational programs based upon effective discovery of personal meaning must actively seek learner involvement. Self-direction and responsibility for one's learning must be maximized and encouraged.

--If self-concept is as important a determinant of behavior as research suggests, educational programs must seek to produce positive perceptions of people as able, dignified and worthy. This can only be accomplished by offering positive experiences and by treating people as able, dignified and worthy.

--Since older adult learners come to educational programs from a variety of backgrounds and experiences, educational programs must allow for the widest possible flexibility and adjustment to diverse needs (Wass, Blume, Combs, & Hedges, 1974).

The more emphasis placed on involvement of the older adult, the more likely the learning situation is to foster self-actualization. For the older adult, the experience becomes truly unique and worthy of the time devoted to it during the later years.

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CHAPTER II

Seniors Teaching Seniors--A New Concept

The Seniors Teaching Seniors program at Columbia University was developed primarily to train seniors to become teachers, leaders and organizers of educational programs for the elderly. Society has begun to recognize that older adults have skills and expertise as well as specific areas of interest that they can share with others. There is an increasing number of healthy, active, retired persons who wish to use time meaningfully. However, little attention has been given to enhancing the communication and teaching skills of older persons so that they may become proficient in sharing and teaching in their areas of expertise. The Seniors Teaching Seniors (STS) training model addresses this oversight.

The project also addresses the issue of preparing senior centers to accept older adults as a legitimate and valuable teaching resource. As older adults remain vital for more years in retirement, senior centers need to refocus their activities to provide varied opportunities for the diverse population they serve.

The project was built on the followng premises recognized by Columbia University's Brookdale Institute on Aging and Adult Human Development:

--that Columbia University is committed to and experienced in the field of aging;

--that education and intellectual stimulation is vital for the

mental health of older persons;

--that the well elderly and retired persons have a special need to apply their skills, restructure their time and maintain their sense of social worth and self-esteem through teaching and service roles;

--that professionals and non-professionals will benefit from experience in diverse continuing and adult education activities in the humanities, education and human services; and

--that younger students should be involved in the organization of teaching and training initiatives among their elders.

The purpose of this manual is to document the various phases of the training project from the point of planning through implementation to program completion. The life of this project will be traced in such a way that a university, college, community agency or consortium of agencies can replicate or adapt it to meet a similar purpose. This manual will therefore provide both general guidelines to be considered during each phase of project development, as well as more specific content about the program--addressing in particular the core content of the curriculum and the accompanying teaching methods. The intent of this manual is not to present a rigid formula, but rather to outline a model for training older adults to teach that proved to be successful in New York City.

CHAPTER III

Project Overview

The Seniors Teaching Seniors project was conceived to serve the population of elderly who can be characterized as: healthy and active; educated and retired from professional employment or household responsibilities; seeking to restructure their time; wanting to do more for themselves and others; attending senior centers or aware of a neighborhood center; and having the interest and capacity to participate in a training program that will enable them to function more effectively in the educational role.

The project's goal was to enhance the teaching and helping capacity of those seniors already linked to a network of other elderly. The training would be based upon the principles of adult and continuing education. This project represented a relatively new approach to senior education, being one of the first specially designed programs meant to provide an opportunity for the elderly to not only meet their own needs and interests but also to contribute to more effective enrichment systems for the aged. The extended beneficiaries of the training are those older people who attend senior centers and benefit from the programs offered by the newly trained teachers.

The specific objectives of the project were:

--to recruit and select 30 elderly from among the senior centers in New York City who would enhance their leadership and teaching role among their elderly peers through training;

--to enlist the cooperation of major senior centers and negotiate their assurance that the trainees would be assigned program responsibilities upon graduation;

--to design an eight-week training program for the 30 selected elderly based on an understanding of:

--teaching methods and learning patterns of older people;

--group techniques and skills;

--substantive teaching areas; and

--course support needs;

--to conduct two eight week training sessions with at least 15 older adults in each;

--to involve major university departments through provision of teaching faculty;

--to provide follow-up and consultation to participants and involved senior centers upon completion of the course; and

--to involve university graduate students in the planning, implementation and evaluation of this program.

CHAPTER IV

Planning Phase

Documenting Need

This educational project addressed two community issues as identified by the Brookdale Institute, its Advisory Committee, leaders in the field of aging, older adults and senior center directors and staff. First, there is an increasing number of healthy and active older adults who are retired and who turn to senior citizen centers in order to fill their time. Their professional skill, talent and expertise represent a frequently overlooked resource for the centers. The second problem is that senior centers are frequently not fully prepared for this population. Feeling they do not fit in, older adults may withdraw from center activities. Healthy, active, skilled older adults can become teachers to other older adults in a wide range of areas, including the humanities, arts, self maintenance, crafts and hobbies. This unique "knowledge exchange" potential is expanding with the older adult population. In times of resource scarcity, it provides strong impetus for a "Seniors Teaching Seniors" approach.

Advisory Committee

Establishing a community advisory committee was an important early step in this university-based project. Representatives from such agencies as the New York City Area Agency on Aging, the New York City office administering human services, senior centers, retired persons and community service and volunteer agencies provided important guidance. The advisory committee was particularly helpful in developing methods for carrying out outreach and recruitment activities as well as identifying curriculum content areas. Professional training personnel serving on the advisory committee volunteered to visit newly trained senior teachers at their class sites to offer support and/or constructive criticism. At the end of the first training course, advisory members also provided helpful guidance for future recruitment efforts and curriculum content.

Funding and Budgeting

The following general budget categories are offered as guidelines for groups considering similar programs. Of course, the level of program effort will determine the amount of staff and consultant time, and the quantity of materials required.

Budget Guideline

Personnel

Staff:

1 Part-time project director
1 Part-time administrative assistant
(graduate student)
Typist as needed

Consultants:

Teaching faculty (paid per session)

Supplies

Binder notebooks, paper, etc.
Photocopy costs
Postage

Space

Provided by Columbia University School of Social Work, including liability insurance coverage.

Participant related expenses

Travel reimbursement for each session
Refreshments at each session
Printing and calligraphy costs for "Recognition of Completion" forms

Other

Film rental

The Brookdale Institute provided many additional supports for the project, ranging from overall administrative supervision, telephone service and travel money for recruitment visits in the community. The School of Social Work provided the audio-visual equipment.

The program and budget size will determine the most appropriate avenues for fund raising. Potential funding sources include:

--Governmental grants;

--Local Area Agency on Aging;

--Foundations;

--Universities and colleges;

--Local associations, service clubs or groups such as AAUW, Junior League and/or Kiwanis;

--Senior centers;

--Large service or umbrella type of organizations;

--The United Way.

All funding sources should receive progress reports as well as publicity during the program's operation. The section on Program Adaptations offers ideas on other ways of packaging the project.

Timetable

The timing of activities extending from the planning to the implementation stage requires approximately 5-6 months for a project of the scope described in this manual. An extensive evaluation and documentation component required an additional two months following the actual completion of the course. Critical tasks to be accomplished after project funding include:

Timetable

Months	Tasks
1-2	Formation and convening of advisory committee. Determination of general course overview.
2	Recruitment of and outreach to participants as well as senior center directors.
3	Initiation of curriculum development and training manual preparation. Course timetable adoption and arrangements for training site.
3-4	Organization of faculty. Participant selection and confirmation of student registration.
5	Local arrangements and details confirmation. Completion of student training manual and course evaluation materials.
6-7	Course offering.
8-9	Evaluation, student placement and follow-up.

Recruitment

The recruitment process began four months before the first training session. Informational letters with course application forms and self-addressed, stamped envelopes were sent to community senior centers registered with the New York City Department for the Aging (the local Area Agency on Aging), the public housing authority, the Human Resources

Administration and independent community centers. A second letter, flyer and application was mailed three weeks later (see Appendix for sample written communications). Follow-up phone calls and on-site visits with both staff and senior center membership were made so organizers could explain the program in greater detail, answer questions and recruit participants at selected centers. This process was facilitated by continual contact with representatives of the advisory committe, who helped disseminate program information to their respective organizations and suggested sites for individual contact. It is important that this phase of personalized outreach be well targeted so that staff time is used as efficiently and effectively as possible.

Selection of Participants

The program application form served as a preliminary means of gathering information regarding the applicant's occupational background, teaching experience, field of interest and affiliation with a senior center. Telephone interviews with the applicants and the center directors helped to insure that both parties understood the program schedule and the expectation that upon course completion participants would return to a senior center to teach a class.

The program selected forty participants on the basis of professional, occupational or avocational skills and interest in developing and teaching a class in a senior center. Generally, no more than two participants from any given center were accepted so that more

centers could be involved and have trained teachers available to them. Program developers felt it advantageous to admit two participants from a center, though, so they could provide ongoing support to each other in testing out their newly-acquired teaching skills back at the senior center. Overadmittance allowed for normal attrition.

The program sent each approved applicant an individualized letter of confirmation. Once the registration limit had been reached, applicants were notified that they were being put on a waiting list or were not accepted at this time. The letter of acceptance offered applicants a full stipend covering the total cost of the program and public transportation reimbursement to each session. A second mailing included general information, travel directions, a map of the campus and a registration confirmation form. Letters were also sent to senior center staff updating them on the program, providing confirmation of accepted students from their centers, and reiterating the center director's commitment that senior teachers would be able to return to the center to teach a course (see selected sample letters in Appendix).

This project offered two eight-week training courses. Participants were divided into two groups on the basis of past teaching experience and educational background. The faculty was informed of the group differences in advance. Similar courses for both groups were held on the same days, with one group attending in the morning and one in the afternoon. This allowed faculty to fill their program commitments in one full day rather than two half days. The groups met in the Columbia School of Social Work classrooms on Mondays, when regular students did field work. Even so, there was necessarily a mixing of both young and

old students in the school's hallways, reinforcing the intergenerational orientation that the program hoped to achieve.

CHAPTER V

Curriculum Development and Faculty Recruitment

The curriculum development process utilized in the project employed a wide variety of strategies and methods. In order to ensure that the subject matter of the training sequence be relevant, appropriate and practical to participants, the following curriculum development process was followed:

Determination of Subject Area and Methods

Literature Review

Literature relating to gerontology, adult education and social work was reviewed to identify key concepts and themes. Of special interest were the works summarizing the learning needs of older adults and the barriers to their educational participation. Specific topics, methods and administrative measures meant to insure an environment that facilitated full participation were included in the curriculum design.

Advisory Committee Meetings

An informal needs assessment was conducted with members of the advisory committee to obtain their evaluation of critical learning needs, subject matter areas, teaching methods and recruitment techniques. Their input provided invaluable guidance for the delineation of the curriculum areas and for participant outreach.

Interviews with Educational Program Directors

Project developers visited with directors of senior educational programs within the New York area, including the Retired Senior Volunteer Program and the Institute of Study for Older Adults. These interviews identified key problems in conducting senior programs and suggested topics for study. In addition, the results of the Columbia University School of Social Work's efforts to develop and offer a leadership training course for seniors in 1981 were reviewed for additional guidance in curriculum development.

Development of Curriculum Areas

Based on the previously identified needs assessment approaches, four critical subject areas emerged as pertinent:

(1) Course Design and Teaching Methods

In order to better ensure that participants would emerge as competent teachers, the developers included in the curriculum two sessions on the theory and practice of course design and teaching methods. These lessons offered a foundation in basic concepts and approaches. The content began with general information and then progressed to the specific, so as to guarantee applicability for individual participant's needs. The program offered a unique educational gerontological "train the trainer" model for teaching skills. Because the course was aimed at facilitating participants' sensitivity in the areas of knowledge, skills and attitudes, the design employed a variety of teaching methods, defined as follows:

Lecturette. A lecturette is a short, informal presentation. It adheres to a simple format that begins with an initial summary, a brief enumeration of main points; proceeds to detailed information with facts, examples and illustrations; and then concludes with a final summary that restates main points and important conclusions.

Demonstration. A demonstration clarifies an approach, skill or method. In translating content into actual practice, it offers a visible, clear illustration for modeling by participants.

Discussion. Discussion fosters reflective thinking. Its purposes are to stimulate analysis, encourage interpretations and develop attitudes. Discussion is ideal for evolving, sorting and sifting facts and values essential for problem resolution. It is especially suited to attaining knowledge and attitudinal goals.

Brainstorming. Brainstorming is a technique for generating ideas on a specific problem needing exploration. Ideas are accepted without criticism and recorded as is. The group combines and evaluates the results in a follow-through discussion.

Questioning. Questioning provides three methods for exchanging and sharing information. Recall questioning asks for recognition. Typically, the leader uses the verbs: state, name, identify, describe and tell.

Evaluative questioning asks for an analysis in order to make a judgment. Certain words help to identify and call for evaluative answers. These include judge, compare, contrast and analyze. The third level of questioning asks for the creation or invention of new information, using the words develop, devise, predict or imagine.

(2) Substantive Areas

In the pre-course application form, potential participants expressed major interest in knowing how to teach nutrition and current events topics. These subjects served as content areas wherein course design and teaching process could be applied. A half session dealt with each of these two subject areas. Experts in these respective fields reviewed key issues, pertinent literature and appropriate teaching methods for participants. The conduct of this session sought to reinforce the main concepts related to teaching and to introduce actual course topics students might want to consider after completing the program.

(3) Course Support Areas

Two additional subject areas were considered crucial to the course design process. One session on resource identification provided the knowledge and skills necessary for identifying course topics and materials. The content assisted participants in locating resources and referral points within the community. Another session was devoted to course marketing. This session assisted participants in gaining the competence necessary to plan a successful job search and

to develop course publicity techniques.

(4) Group Skills

To assist participants in gaining competence in their new roles as teachers, two sessions covered group skills and communication strategies. An initial lesson emphasized the psychological, sociological and biological aspects of normal aging, specifically stressing the creative process of normal aging. This session also covered two other issues: introducing participants to the methods and techniques of group discussion and enhancing their confidence about taking on the role of group leader and appearing before others. To this end, a short time was devoted to helping members become comfortable in seeing and hearing themselves on video.

One session was devoted to identifying the strengths and weaknesses of participants' communication skills. Class members volunteered to give brief introductory speeches on their proposed courses before a video camera. Each performance was played back for both personal and class critiques. This session assisted participants in gaining mastery over self-perceived insecurities by establishing a supportive environment. In particular, this session helped to translate the course content into actual practice.

To create an environment supporting individual and group development, the course's affective component stressed issues related to aging and the commitment to personal action in serving fellow seniors. These concepts cannot be taught but rather must be fostered in an

educational atmosphere that promotes trust and sharing. In utilizing a group dynamics approach, this course helped participants to overcome insecurities about past learning experiences, to discover their own ideas and to develop personal teaching strategies. Class discussions and activities were non-threatening and conducive to personal exploration. During the course of the eight week program, through both formal and informal conversation, group members became more cohesive and unified in their quest for learning. Group norms developed as participants sought to focus on their specific learning objectives.

Faculty Selection

The project's intent was to involve a multidisciplinary university faculty. The purpose of this involvement was to tap the multiple resources of a university faculty; to provide a variety of teaching role models for the students; to enhance the university's role as a resource to the community; and to foster increased awareness of this unique linkage among the faculty and staff of the university community.

Involvement of the university's continuing education director, with his knowledge of a wide range of teaching faculty, was instrumental in expediting the faculty selection process. The organizers' utilization of their own network of faculty contacts was an important first step as well. Faculty members were contacted personally, the project was described and their interest ascertained prior to confirmation for hiring. A meeting with all faculty prior to the training course to redefine project objectives and to establish consistent procedures for each teaching module was also important. Each

faculty member was required to write his or her learning objectives, a session outline, teaching methods and list of resources required, and submit them two weeks prior to their scheduled teaching date. These reports were crucial to the program's organization. They also helped assure that the faculty would provide appropriate teacher role models for the seniors.

The Seniors Teaching Seniors project utilized an interdisciplinary faculty at Columbia University representing the Department of Higher Adult Education at Teacher's College, the Department of History, the Institute of Human Nutrition, the Deparment of Institutional Support Services and the School of Social Work.

General Guidelines for Faculty Selection

--Select faculty who have prior teaching experience with adults.

--Preferably, choose faculty who have a special interest in adult education.

--Select faculty who respond favorably to the project's goals and express willingness to participate.

--Select faculty who have known expertise in the planned teaching area.

These guidelines on "Teaching Techniques for Older Adults" were shared with the teaching faculty:

Teaching Techniques for Older Adults

(Adapted from Morris Okun, "Implications of Gero-Psychological Research for the Instruction of Older Adults," Adult Education, 27 (2), 1977, pp. 139-155.)

Rate of Presentation of Information

1. Present new information at a fairly slow rate.
2. Let the older adult learner proceed at his or her own rate whenever feasible.
3. Provide the older adult learner with ample time to respond to questions.
4. Present a limited amount of material in any single presentation to prevent "swamping" effects.

Organization of Information

5. Present new information in a highly organized fashion.
6. Use section headings, handouts, summaries, etc., so that the adult learner can get a "handle" on the material.
7. If memory processes are taxed in a learning project, encourage the adult learner to use retrieval plans.
8. Avoid introduction of irrelevant information in order to prevent confusion.
9. If visual displays are used, employ simple stimuli.

Presentation of Information

10. Use auditory mode of presentation when presenting descrete bits of information to be used immediately.
11. Use visual mode when presenting textual materials to capitalize on opportunity for review during reading.

Meaningfulness of Material

12. Present information which is meaningful to the adult learner.
13. Assess cognitive structure of the adult learner to insure that material is introduced at the appropriate level.
14. Use examples, illustrations, etc., which are concrete.
15. Take advantage of experience the adult learner possesses.
16. Relate new information to what the adult learner already knows.

Degree of Learning

17. Provide ample opportunity for the older adult learner to "overlearn" material before moving on to new material.
18. Remove time constraints from instructional and evaluation process.

Transfer Effects

19. As an initial step in learning, identify and eliminate inappropriate responses which may "compete" with appropriate response.
20. Organize instructional units so that potentially interfering materials are spaced far away from each other.
21. Stress differences between concepts before similarities.
22. Make instructional sequence parallel hierarchy of knowledge in any given area.
23. Instructional procedures should be premised on knowledge of the conditions required for a type of learning based on task analysis.
24. Introduce a variety of techniques for solving problems.

Feedback Effects

25. Develop learning sets which maximize opportunity for positive transfer effects (i.e., learning to learn effects).

26. Provide verbal feedback concerning correctness of responses after each component of the task is completed.

27. Do not assume that initially poor performance on a novel, complex task is indicative of low aptitude.

Climate

28. Establish a supportive climate.

29. Engage the older adult learner in information-oriented, collaborative evaluation.

30. Encourage the older adult learner to take educated guesses.

CHAPTER VI

Training Course Implementation

This section presents the eight session training course. Each session is described in terms of its learning objectives, content outline, instructional resources required and suggested learning methods and activities. The specifics of each session presented here provide illustration and guidance, not an inflexible format for others to follow. The descriptions of the two teaching skills sessions (Sessions III and VI) contain more explicit information since they served as the core of the curriculum.

Each participant received a manual in a binder notebook at the first sssion. It contained the course objectives, faculty roster, course calendar, selected readings (assigned as homework prior to sessions) and note paper. It provided ample room for the gradual compilation of materials handed out at each session.

SESSION I - Course Introduction and Overview

Introduction

The initial session intoduced participants to the project and provided a course overview. The session focused on a review of the project goals and course objectives, course outline and requirements and introductions among fellow participants. In addition, the group viewed

a film on creativity and discussed it in light of the project's goals.

Objectives

As a result of this lesson, each participant should be able to:

--Understand the project goals;

--Understand course objectives

--Understand course requirements

--Introduce him or herself to another participant in an informal converstation

--Recognize the implications of the project goals and course objectives for older adults.

Content Outline

I. Coffee and informal introductions

II. Welcome

III. Course overview

IV. Introduction of class members

V. Overview of course outline and objectives

VI. Pre-informational survey introduction and completion

VII. Viewing and discussion of film Why Man Creates

VIII. Summary and preparation for second session

IX. Reimbursement for travel expenses

Instructional Resources

--Program informational materials

--Name tags

--Film - Why Man Creates (Pyramid Films), projector and screen

--Pre-informational survey forms

--Pencils and pads

Suggested Learning Methods and Activities

1. Welcome address by program director

2. Introductions by course instructor and staff

3. Review project goals, course objectives, course outline and requirements

4. Participants interview a fellow class member and introduce person to class

5. Review and completion of course pre-informational survey form

6. Show film and discuss the following:

   --Major points presented in film

   --Old age as creative life period

   --Application of film's concepts to project goals and course objectives

---

(Sample Page from Participant Manual)

Welcome!

The Brookdale Institute on Aging and Adult Human Developiment at Columbia University is pleased to offer you this opportunity for training. This eight week course is designed to meet the following objectives:

1. Develop and awareness of the normal aging processes;

2. Develop knowledge concerning the basic principles of adult learning and course development;

3. Increase understanding of nutrition and current events;

4. Enhance knowledge of resource identification materials and methods.

5. Facilitate teaching skills and development of a course for teaching at a senior center; and

6. Create an environment which supports personal and group development.

This is a pilot project and therefore we are very interested in your ideas for future course development. Throughout the eight weeks, feel free to give us feedback on the sessions.

(Sample page)

COURSE CALENDAR

SESSION #1	March 1, 1982	INTRODUCTION AND COURSE OVERVIEW
SESSION #2	March 8	PREPARING TO TEACH OLDER ADULTS AND NORMAL AGING
SESSION #3	March 22	TEACHING SKILLS I
SESSION #4	March 29	HOW TO TEACH NUTRITION AND CURRENT EVENTS
SESSION #5	April 12	RESOURCE IDENTIFICATION FOR TEACHERS
SESSION #6	April 29	TEACHING SKILLS II
SESSION #7	April 26	COMMUNICATION SKILLS FOR TEACHING
SESSION #8	May 3	EDUCATIONAL MARKETING AND SPECIAL GRADUATION CEREMONY

(Sample Page)

FACULTY

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"Seniors Teaching Seniors"

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Administrative Assistant
"Seniors Teaching Seniors"

SESSION II - Normal Aging - Group Work Techniques

Introduction

The purpose of this session was to familiarize the participants with the normal aging process. The session also covered group work techniques. A portion of the session was videotaped so participants would become comfortable with the videotape process to be utilized later in the training program.

Objectives

As a result of this lesson, each participant should be able to:

--Attain a basic understanding of the aging process

--Better understand certain common psychological problems associated with the aging process

--Become familiar with group work techniques

--Become comfortable with videotaping procedures

Content Outline

I. Demographics of the aging population

II. Lecturette on contemporary theories on aging

III. Discussion of the different tasks associated with retirement

IV. Lecturette and discussion regarding common psychological problems of the elderly experience

V. Lecturette and discussion on group dynamics

VI. Videotaping a segment of this session and viewing it

Suggested Learning Methods and Activities

1. Lecturette
2. Small group discussions
3. Role playing
4. Brainstorming concerning group management techniques
5. Sharing of personal experiences with other aging individuals
6. Informal videotaping of group members

Instructional Resources

--Blackboard or Flipchart

--Video recording and playback equipment

--Suggested readings:

Hall, Elizabeth. "Acting One's Age: New Rules for Old." An Interview with Bernice Neugarten, Psychology Today, April, 1980.

Cleveland, Ceil. "How Old Would You Be If You Didn't Know How Old You Was?" Columbia, Fall, 1979.

Klein, Wilma H., LeShan, Eda J., Furman, Sylvan S. "Methods and Techniques of Group Discussion." Chapter in Promoting Mental Health of Older People Through Group Methods: A Practical Guide. New York: Mental Health Materials Center, Inc., 1965.

Labouvie-Vief, Gisela. "Does Intelligence Decline with Age?" U.S. Department of Health, Education and Welfare. Washington, D.C.: U.S. Government Printing Office, 1979.

SESSION III - Teaching Skills I

Introduction

This session introduced course design and development skills based on adult learning principles. Participants reviewed theories on how adults learn and related the concepts to personal educational experiences. Qualities of good teaching were defined through group discussion. Methods for assessing learning needs and techniques for planning course outlines, lesson plans and class materials with activities were reviewed by means of demonstration and practice.

Objectives

As a result of this lesson, each participant should be able to:

--Understand basic principles of adult learning

--Define qualities of good teaching

--Recognize teaching methods of demonstration, presentation and discussion

--Understand Steps 1 and 2 for course development (Steps 3 and 4 are covered in Lesson VI)

--Know methods for assessing learning needs

--Know techniques for planning courses and lessons

Content Outline

I. Adult Learning

A. In what ways do you learn best?

B. Principles of adult learning

II. Teaching

A. What is good teaching?

B. Our definition of good teaching is . . .

III. Teaching Methods

A. Demonstration

B. Presentation

C. Discussion

IV. Course Development--Steps 1 and 2

A. Assess learning needs (Step 1)

1. Goal

2. Purpose

3. Methods

B. Develop course outline, lesson plans and class materials (Step 2)

1. Goal

2. Purpose

3. Methods

V. Lesson Plan Worksheet

VI. Summary and Review

Instructional Resources

--Blackboard or flipchart

--Session III handouts

--Suggested reading:

Murphy, J. and Clorio, C. Never Too Old To Teach. New York: Academy for Educational Development, 1978.

Murphy, J., and Clorio, C. Teaching Older Adults. Los Angeles: Division of Career and Continuing Education, Los Angeles Unified School District, 1978.

Spencer, Barbara. "Overcoming the Age Bias in Continuing Education." New Directions for Continuing Education, 8, 1980.

Wass, Hannelore, and West, Carolyn. "A Humanistic Approach to Education of Older Persons." Educational Gerontology: An International Quarterly, 2, 1977.

Suggested Learning Methods and Activities

1. Hand out lesson materials for Session III.
2. Preview lesson by reading aloud lesson goal and objectives.
3. Ask participants to remember a positive educational course or lesson they have recently attended. On sample page i participants write down when and where the course or lesson took place; what type of instruction was given; and why they specifically enjoyed the experience.

(Sample Page i)

I. Adult Learning

A. In what ways do you learn best?

Learning a new skill, e.g., Exercise.

Learning new information, e.g., Consumer Information.

(Sample Page 1, continued)

Learning new attitudes, e.g., Senior Citizens Advocacy.

B. Principles of Adult Learning

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4. Have participants volunteer to describe their experiences in either large or small groups. Record key phrases on the blackboard or flipchart.
5. Review ways adults learn best as recorded by participants. Refer specifically to the experiences of participants as examples of adult learning.
6. Have participants brainstorm on identifying principles of adult learning. Write all statements on the blackboard and group together similar or redundant ones. Participants review, discuss and elaborate statements on principles of adult learning.
7. Present lecturette on principles of adult learning (a summary of these principles appears on the following page).

Basic Principles of Adult Learning

This lesson stresses basic assumptions about the teaching and learning process for older adults. A senior enters into a learning stiuation with his or her own needs, attitudes and past experiences. The person is ready to learn when he or she can see the personal meaning involved in the learning transaction. If the goals of the instruction do not reflect those of the learner, the content will have little meaning or usefulness for the person. This importance of personal meaning places a burden on the instructor not only to understand the adult as he or she is, but also to see the learning situation from the learner's viewpoint.

Because of the unique nature of each older adult, the learning process must start with the real problems and needs of the person. Seniors have needs which reflect what is most basic to them. For some it is shelter and food; for others, it is feeling wanted and accepted. Since learning is a personal response to adult problems and needs, teaching should be as individually based as possible. This is not an easy task because of the often conflicting needs of people in a learning situation. Yet the challenge remains. Helping the older adult toward meeting personal needs within the structure of a learning situation is the goal of instruction.

Principles Regarding Adult Learning

*Older adults learn differently from children and resent being treated in a childlike manner. Older adults want to be self-respecting and, consequently, want to be responsible for their actions.

*Older adults want the learning situation to make use of their life experience. It should have direct application to the unique aspects of their own personal situations.

*Older adults want problem-centered learning that represents "real world" attitudes and values. Realistic examples help adults to apply learning to their own problems and needs.

*Older adults learn when there is a need to know. Personal motivation and readiness exist when what is to be learned is important for learners.

*Older adults learn when facts, ideas, or concepts relate to already known information. This form of association, building on what is previously known, helps to promote long-term learning.

*Older adults learn through self-activity. Learning is a personal process that requires the involvement of adults in self-planned or initiated experiences.

*Older adults learn best by doing. The "learn by doing" concept helps older adults to gain self-confidence and task mastery. The involvement of different senses in learning adds reinforcement.

*Older adults learn in a continuing and continual proces. Through participation in lifelong learning, older adults who are "never too old to learn," structure their learning around what is of greatest importance to them.

8. Using the listing on the blackboard, review the elements of good teaching. Participants discuss positive and negative experiences. Each participant defines good teaching.

9. Have participants either individually or in small groups develop a definition of good teaching. Record key points on the blackboard. Participants discuss definitions to emphasize key points.

10. Offer a lecturette on teaching methods of demonstration, presentation and discussion (see sample page ii). Refer to specific examples of methods previously discussed by participants.

(Sample Page ii)

III. Teaching Methods

Demonstration - Shows how something works or how to do something and the steps followed in using or doing it. Students watch the teacher perform the specific skill and then practice the skill themselves.
Examples: Tell, Show, Practice, Review

Presentation - Offers prepared material presented in lecture format. Teacher speaks and students listen.
Examples: Speak, Question, Review.

Discussion - Has students and teacher discuss topics, issues and concerns in supportive, interpersonal manner.
Examples: Question, Listen.

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11. Review material on definition of teaching and teaching methods.

12. Offer lecturette on Step One (1) of course development process. Ask students for specific examples of techniques for needs assessment. Record techniques on blackboard. Participants discuss the strengths and weaknesses of each technique mentioned. Based on the discussion, participants establish guidelines for effective use of techniques.

(Sample Page iii)

IV. Course Development - Step 1

Assess Learning Needs

Goal - To help learners identify real situations and important topics.

Purpose - To make the learning goals of both the course and students as similar as possible.

Methods - To ask prospective students what they would like to learn about a particular subject (before course begins.)

To assess students' existing knowledge of a subject to see how much is known (during first lesson).

To observe or listen to students' everyday experiences to determine unique situations or problems.

13. Review material on how to assess learning needs.

14. Offer lecturette on developing a course outline, lesson plans and class materials. Review the following:

    -- Course Outlines - Breakdown of subject into logical units based on assessment of student needs, subject matter and senior center's operational requirements.

    -- Lesson Plans - Breakdown of lesson into its components: objectives, content and main points; materials/methods and activities.

    -- Class Materials and Activities - development of materials and activities that reflect principles of adult learning.

15. Using this class and program as an example, review course outline and lesson plan (see samples of lesson plan on page IV). Emphasize that the Sample Lesson Plan outlines the lesson for this Session of the course. Answer questions in detail. Review material on developing course outlines, lesson plans and class materials/activities

16. Review session material. Ask for questions on materials.

17. As in-class or homework activities, ask participants to develop a course outline and to complete a sample lesson plan for the course they plan to teach.

(Sample Page iv)

LESSON PLAN

Course Topic/Subject: Seniors Teaching Seniors

Lesson: #3

Goal: To introduce course design and development skills based on adult learning principles

OBJECTIVES	CONTENT/MAIN POINTS	MATERIALS	METHODS/ACTIVITIES
1. Understand basic principles of adult learning	1. Ways people learn best, e.g., skill, information and attitudes	1. Activity Page i	1a. Completing Sheet (Students) b. Listing points on board (Teacher) c. Discussing points (Students - Teacher) d. Developing principles of adult learning (Students - Teacher)
2. Define qualities of good teaching	2. Specific characteristics of good teaching - empathy, organization, interest, interpersonal skills, etc.	2. Blackboard	2a. Asking questions (Teacher) b. Listing points on board (Teacher) c. Analyzing qualities (Students - Teacher) d. Developing definitions (Students - Teacher)
3. Recognize teaching methods of demonstration, presentation and discussion	3. Description of 3 methods; general use of 3 methods in teaching students	3. Activity Page ii	3a. Presenting 3 Methods (Teacher) b. Discussing similarities and differences (Students - Teacher) c. Stressing importance of further review in Lesson B (Teacher)

SESSION IV - Part I, Nutrition

Introduction

Nutrition and health issues were the areas of greatest interest expressed by the prospective students as a group. A session was presented on the importance of good nutrition and the essential components for teaching this topic.

Objectives

As a result of this lesson, each participant should be able to:

--Understand the simplicity as well as the complexity of the science of nutrition.

--Recognize a framework for developing a course on nutrition.

--Categorize nutritional issues and prepare appropriate course material.

Content Outline

I. Nutrition as a natural science

II. Food and nutrition as a combined science.

III. Important components of a nutrition course

IV. Interrelationships of food, environment and nutritional well-being

Instructional Resources

--Nutrition booklets, newsletters

--Newspaper or magazine health columns

--Blackboard or flipchart

Suggested Learning Methods and Activities

--Know the needs of the audience and what they want to know

--Use "fad diets" as a means of critically assessing nutritional value

--Develop a model diet

--Develop weekly menus based on special diet needs, such as low-sodium or low-caloric

--Present lectures or lecturettes on specific content

SESSION IV, Part II, Current Events

Introduction

The other substantive area taught during the training course was an introduction to current events, since many participants had expressed interest in teaching the subject.

Objectives

As a result of this lesson, students should be able to:

--Organize a course outline on current events

--Recognize resources helpful to various current event topics

--Understand methods appropriate to teaching current events

--Understand guidelines on how to select and market a current events topic for a course

Content Outline

I. Introduction to current events course development

II. Resources

A. Publications

1. New York Times

2. Christian Science Monitor

3. New York Review of Books

4. Editorial pages of major newspapers

5. Magazines

B. Television

C. Movies

D. Potential students

E. Guest speakers

III. Topic selection

A. Identify key questions

B. Select strategy for topic, i.e., overview versus specific issues

C. Motivation factor for students

D. Prediction of future events

Instructional Resources

--Blackboard or writing easel

--Books, reprinted articles, newspapers, journals, etc.

--Summary of topics to be discussed and course calendar with reading assignments

Suggested Learning Methods and Activities

1. Watch television news broadcasts and use discussion method
2. Use a historical reading (literature) as basis for discussion of current topic
3. Use contrasting editorial opinions or articles on a particular topic
4. Identify two or three students in a class to be leaders of a discussion
5. Attend a film as a class and follow it with discussions of major issues
6. Follow a particular columnist over a specified time period; discuss his or her handling of current issues
7. Compare the coverage of a specific news item by a variety of newspapers or magazines

SESSION V - Resource Identification

Introduction

The session on resource identification helped prepare participants to utilize resources in the community. The session focused on identifying resources in the two substantive areas, nutrition and current events. Learning to identify and obtain resource information on these subjects provided a helpful simulation exercise in course preparation.

Objectives

As a result of this lesson, each student should be able to:

--Recognize resources in his or her community that can be utilized for teaching or leading group discussion.

--Locate resources covering nutrition and current events.

--Feel confident about using community resources

Content Outline

I. Introduction and session overview

II. Definition and discussion of resource types:

A. People

B. Books and magazines

C. Other publications

D. Media--TV, radio, newspapers

E. Audio-visual--films, slides, etc.

III. Location of Resources

A. Directories

B. Government agencies

C. Libraries

D. Associations

E. Health and social service organizations

F. Private business

G. Educational institutions

IV. Utilization of Resources

A. Libraries and their references

B. Services offered by newspapers

C. Personal networking

V. Example based on class areas of interest to demonstrate process of resource identification

Instructional Resources

--Blackboard or flipchart for recording suggestions of resources

--Printed sample list of resources in the community

--Sample page from Reader's Guide to illustrate how information can be obtained from periodical and newspaper indexes

--Local directories and brochures of programs for illustrative purposes

Suggested Learning Methods and Activities

1. Present definitions of terms and lead a discussion about types of resources and sources of supply and support.

2. Give lecturette on how to use a library.

3. Interact with participants through brainstorming and discussion.

4. Review examples of resources in the New York area.

5. Present exhibits of materials that can be obtained from the New York area resources.

6. Relate these resources to individual experiences and projects of the participants.

7. Write down specific resources that will form the basis of a network directory for programs that the participants will teach or lead.

SESSION VI - Teaching Skills II

Introduction

This session continued Session III's coverage of teaching skills, with an introduction to course design and development skills. Lecturettes and discussions made participants aware of effective teaching techniques and methods, and strategies for evaluating courses. The responsibilities of the center director and instructor for providing course administration were delineated and established as guidelines for participants.

Objectives

As a result of this lesson, each participant should be able to:

--Recognize effective teaching techniques and methods.

--Know methods for evaluating courses.

--Know techniques for course administration.

Content Outline

I. Course Development - Step 3

A. Use of effective teaching techniques and methods

1. Goal

2. Purpose

3. Methods

B. Effective techniques - questioning, answering, explaining, reviewing and practicing

C. Effective methods - lecturettre, case study, critical problem-solving, buzz group, role play and brainstorming

II. Course Development - Step 4, Evaluation

A. Goal

B. Purpose

C. Methods

III. Course Administration

A. Responsibilities of center or program director

B. Responsibilities of course instructor

Instructional Resources

--Blackboard or flipchart

--Session handouts

Suggested Learning Methods and Activities

1. Hand out outline of lesson notes.
2. Preview lesson by reading aloud lesson objectives.
3. Offer a lecturette on the use of effective teaching techniques and methods. Review the goal and purpose. Ask participants to suggest other purposes not listed on the sheet (See sample page v).
4. Ask participants to offer principles for effective use of techniques and to give examples for each technique. Review principles and give examples of both effective and ineffective teaching techniques for students to evaluate. Example - vague questions, abrupt answers, limited explanations

and imprecise review and practicing directives.

5. Offer a lecturette on adult-oriented teaching methods. Define each method and give an example. Ask participants to suggest how each teaching method might be incorporated into the classes they are planning to teach.

(Sample Page v)

I. Use Effective Teaching Techniques and Methods - Step 3

Goal - To help learners become actively involved during the lesson.

Purpose - To help learners apply the course content to their experience, understanding or situation.

To stimulate the interest of learners through their active participation.

To promote participants' learning.

Methods - Effective techniques for questioning, answering, explaining, reviewing and practicing

Adult-oriented teaching methods which include lecturette, case study critical problem-solving, buzz group, role play and brain-storming

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6. Provide review and practice of techniques and methods. Participants might demonstrate effective use in small groups that discuss strengths and weaknesses of performances.

7. Review material on the use of effective teaching techniques and methods.

8. Offer a lecturette on how to evaluate a course. Review the

goal and purpose.

9. Ask participants to cite and evaluate techniques they have used or experienced in educational programs. Discuss the strengths and weaknesses of techniques. Ask participants to suggest how evaluation techniques might be incorporated into classes they are planning to teach.

(Sample Page v, continued)

II. Evaluate Course - Step 4

Goal - To help learners know what they have learned as a result of the course.

Purpose - To assist learners in meeting learning goals.

To help course instructor in evaluating his/her performamce.

Methods - Watching and listening informally during the lessons.

Assessing formally at the end of the course.

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10. Review material on how to evaluate a course.

11. Introduce importance of course administration to course planning. Participants brainstorm on responsibilities of center or program director and course instructor. Participants develop general questions on course administration for review with center director at proposed teaching site. Questions deal with room , supplies, materials reproduction, attendance, clean-up, and etc.

12. Review material on course administration.

13. Review session content. Ask for questions on material.

14. For homework, ask participants to prepare a one to three minute introduction of the course they plan to teach. Remind them of the next session on communication skills and of the video recording and playback to be utilized with their mini-presentation.

SESSION VII - Communication Skills

Introduction

This session focused on the communication skills necessary for effective teaching. Lecturettes and discussions made participants aware of the components of an effective teaching style. In order to foster feelings of self-confidence and mastery, each participant was encouraged to participate in a video-taped exercise. This exercise allowed participants to observe and critique individual and group presentations.

Objectives

As a result of this lesson, each participant should be able to:

--Know the components of an effective teaching style.

--Recognize the strategic and tactical issues regarding communication skills.

--Be familiar with techniques for communication.

--Recognize the value of self-critique.

--Be comfortable with public speaking before a group.

Content Outline

I. Components of an effective teaching style

A. Appropriate styles of teaching

B. Appropriate selection factors

C. Multiple perspectives to be considered

II. Strategic Factors in Communication

A. Engagement with subject material

B. Familiarization with subject material

C. Objective of presentation

D. Architecture of presentation

III. Tactical Issues in Communication

A. Positive channeling of tension: breathing and relaxation exercises

B. Gestures and eye contact

C. Movement

D. Notes

E. Podium

F. Hand-outs and visuals

G. Questions from and to the audience

IV. Analysis of Teaching Presentations

A. Visual feedback loop through the use of video tape

B. Methods for self-evaluation

C. Individual presentations and critiques

Instructional Resources

--Blackboard or flipchart for recording suggestions

--Printed materials on breathing and relaxation exercises

--Audio/video recording equipment

Suggested Reading

Anastasi, Thomas E., Jr. Communicating For Results. Menlo Park, CA: Cummings Publishing Company, Inc., 1972.

Sarett, Alma, Sarett, Lew, and Foster, William. Basic Principles of Speech, 4th Edition. Boston, MA: Houghton-Mifflin, 1966.

Sarnoff, Dorothy. Speech Can Change Your Life. New York: Doubleday and Company, Inc., 1970.

Wells, Theodora. Keeping Your Cool Under Fire: Communicating Non-Defensively. New York: McGraw-Hill Book Co., 1980.

Suggested Learning Activities and Methods

1. Preview lesson by reading aloud lesson goal and objectives.
2. Offer a lecturette on the components of communication. Discuss the various strategic and tactical factors in effective teaching.
3. Ask the participants to relate the communication skills to their past life and or teaching experiences. Participants give examples for selected communication techniques.
4. Practice communication skills in small groups.
5. Practice communication skills through the use of audio and/or video equipment.
6. Practice breathing and relaxation exercises as a group (see Appendix for sample materials).

SESSION VIII - Part 1, Educational Marketing Skills

Introduction

A working knowledge of fundamental educational marketing skills was considered important in enabling participants to secure volunteer teaching positions. The session focused on the mechanics of planning a job search, writing a resume and course description as well as interviewing techniques. The session also dealt with methods of publicizing a class and utilizing the community center's resources.

Objectives

As a result of this lesson, each participant should be able to:

--Develop a plan for securing a volunteer teaching position.

--Develop marketing tools that will help secure a teaching position.

--Recognize methods of publicizing and recruiting students.

--Assess a community center's resources and physical environment.

Content Outline

I. Introduction and overview of session

II. Definition and discussion of a time table for establishing a class program (refer to "Teaching Preparation Outline" in the Appendix)

III. Identification of tools needed for the job search

A. Information on possible teaching sites

B. Course description

C. Resume

IV. Preparation of a resume and course description

V. Interview techniques

A. The appropriate staff person to contact

B. Investigation of the center's resources

C. Discussion of mutual expectations regarding time, location, materials

VI. Discussion of methods of publicizing the class

A. Flyers

B. Newspapers

C. Word-of-Mouth

D. Open house

VII. Presentations by potential employers of senior teachers

Instructional Resources

--Blackboard or flipchart

--Printed time table for operationalizing a class

--Printed guidelines for writing a course description and resume

--A sample course description and resume

--A printed check list for investigating the center's resources

--A listing of the city's community senior centers

--Guest speakers from the community who are seeking teachers

Suggested Learning Methods and Activities

1. Provide samples of a resume and course description (see "Writing a Resume" in Appendix).

2. Practice writing a course description for class and share with

other participants (see course description guidelines and sample in Appendix).

3. Divide into teams and practice interviewing; share criticism and praise.
4. Brainstorm with other participants regarding methods of publicizing classes.
5. Share past experiences regarding utilization of center's resources.
6. Prepare contracts for volunteer teachers and center staff. Discuss mutual expectations and how to foster communication.

SESSION VIII - Part 2, Recognition of Completion Ceremony

A Ceremony at the conclusion of the eight sessions recognized the students' completion of the program. Personalized "Recognition of Completion" forms were given to each student. Guest speakers discussed the importance of continuing education and the contributions older persons can make to the field. A copy of the completion forms is in the Appendix.

Senior center directors were invited to attend the ceremony and most did. A reception followed the formal program. At the students' request, a list of participants, their telephone numbers and their teaching area of interest was duplicated and distributed to all attendees.

Chapter VII

Summary Evaluation and Follow-up

The evaluation process was an integral element of the "Seniors Teaching Seniors" program. Evaluation is important in order to objectively gauge the extent to which the program achieved the goals of the course. Evaluation tools included the Pre- and Post-Informational Surveys as well as individualized follow-up interviews with program participants and senior center staff.

Informational Survey forms were completed by each participant at two different times--during the first and final training sessions. In anticipation of possible visual and hearing handicaps, the survey's text was printed in a large type, directions were succinct and read aloud. Computerized analysis was arranged and the format of the questionnaires designed in an appropriate manner. An evaluative survey should be constructed based on the characteristics of the older adults registering for the program, program objectives and the means of analysis available.

The Pre-Informational Survey, administered during the first session, collected personal background and demographic data, such as education, race/ethinicity, age, occupational status and affiliation with a senior center. Additional questions concerned the participant's involvement with senior center and/or volunteer activities, specific teaching interests (i.e., the topic he or she wished to teach) and self perception of teaching skills. The Post-Informational Survey repeated

many of the questions appearing in the initial instrument in order to determine what impact, if any, the program had on participants' self-perceptions. The Post-Informational Survey also gauged the student's perception of the training course. The Pre-Informational survey should take 30 to 45 minutes. Since many of the questions in the Post-Informational Survey are open-ended, it should require an additional fifteen minutes.

Before presenting each survey form, the staff emphasized their importance. By completing the forms, the participants would not only help the facilitators reach a better understanding of student needs but would also help them improve future courses. The fact that the "Seniors Teaching Seniors" curriculum was new and experimental was emphasized. In order to reduce the participant's anxiety about completing the forms, the questionnaires were referred to as surveys rather than tests. In addition, because each survey was pre-coded with an identification number, students did not have to enter their names.

To insure that each participant fully understood the questions, the facilitator read each passage and response choices aloud. Participants were instructed to take their time and not read ahead of the facilitator. Staff unobtrusively circulated among the students, giving individual assistance when necessary.

Follow-up

An important aspect of the teacher training project was the follow-up consultation with graduates. "Graduates" need to have a liaison with the project staff, to answer questions, provide linkages

with community centers in need of teachers, and to maintain a "teacher roster." Project designers anticipated that this type of program would be seen as a senior teachers "clearinghouse" for the community.

The students themselves asked for a class roster with telephone numbers and each person's area of teaching interest to facilitate their own networking.

Within four to six weeks of completion of the training program, each participant received a follow-up phone call from the staff. The purpose was two-fold: to update a continuously revised record of program graduates' fields of interest and teaching sites; and to provide technical assistance and support. The staff also gave participants referrals and introductions to prospective teaching sites during this phase. Program staff also contacted senior center staff when facilitation was required on the student's behalf.

Eight weeks after the taining course, the program sent a letter to each participant to follow-up on their teaching progress. The mailing included information about how to obtain city-wide senior center directories to enhance their own marketing, outreach skills. Students were reminded to telephone or write the project staff if they needed assistance in carrying out their teaching obligation. "Reunions" of the participants were scheduled for six and twelve months after the course ended.

The reunions allow participants to sharpen their teaching skills and share their teaching experiences. They also allow the staff to solicit participants' opinions on the course content and their constructive criticisms.

Chapter VIII

Program Adaptations

This manual is meant to serve as a guideline, not a patented formula. Depending on goals, resources and environment, program adaptations may be numerous. For example, a consortium of agencies in cooperation with a college or university could conduct this type of program. The classes need not necessarily be held on the college campus, but may instead be at a senior center, a church or synagogue, or any convenient and suitable location. Students in the Seniors Teaching Seniors project traveled from 15 minutes to 90 minutes each way with the average time being 52 minutes each way. Therefore, travel time to a location does not appear as a major deterrent to participation.

A project developed at the University of Wisconsin-Milwaukee evolved into a "Traveling Teachers" program, providing low-cost educational programs for the elderly in highly accessible community locations. It relies heavily on volunteer teachers. The Faye-McBeath Institute on Aging and Adult Life at the University of Wisconsin-Madison developed Community Based Learning Centers for Older Adults. The purpose of this project was to study how communities can energize their resources to provide older adults with educational programs. Three communities received seed money to develop learning centers which now operate on an independent basis.

One of the older education projects for older adults in the country is the Institute of Study for Older Adults in New York City. It is

administered by the New York City Community college, Division of Continuing Education. Its goal is to bring higher education to groups frequently denied opportunities to learn: the poor, minorities, handicapped, elderly and others. Classes meet at senior centers, community agencies and nursing homes. The Institute also developed a program extending continuing education to the elderly homebound.

Columbia University's Brookdale Institute is considering taking the Seniors Teaching Seniors training course "on the road," making it available throughout the metropolitan New York area. Another program adaptation under consideration is the possible use of a substantive area, such as nutrition, to illustrate the teaching methods and resource identification content areas throughout the course, rather than relying on several subjects and abstract examples. Other adaptations would be to target the program to a more specific population, such as retired professionals or to offer an advanced teaching methods program to graduates of the first course.

One option for economizing would be for a school, university or agency to donate required staff and consultant time to the project. Another would be to charge a course fee based on a sliding scale, depending on ability to pay. A scholarship fund might be established by the sponsor, or by individual agencies.

As a closing word, we emphasize that the unique aspect of this project, namely the continual focus on teaching skills, should not be lost in the adaptation process. Your experience in conducting educational training programs for older adults is of interest to the Brookdale Institute. Please do write us about your program.

APPENDICES

Appendix A:

Introductory Packet

Including

Sample Introductory Letter to Senior Center Directors

Outreach Flyer

Application Form

Sample Introductory Letter to Senior Center Directors

(Letterhead stationery)

Date

Dear Center Director:

Do you know of a retired individual who might like to share his or her skills and knowledge with a group of senior adults? The objective of the "Seniors Teaching Seniors" training seminar is to provide retired individuals with the necessary teaching techniques and group skills to become interesting and effective teachers.

The curriculum for this course is geared toward instilling an understanding of the learning patterns of older people and how to best interest other older adults in various subject areas. Consequently, we believe that the training seminars will be of value to all potential and beginning senior center teachers and discussion leaders, regardless of their particular interests.

Attached is an announcement concerning the training program. Please post this brochure and encourage older members of your center to consider taking advantage of this unique educational opportunity.

Classes will meet one morning a week, for eight weeks, at Columbia University. Program participants will receive a full stipend covering the costs of the training course as well a reimbursement for transportation expenses. The training program is scheduled to begin the first week of March. Applications should be filed by February 1, 1982.

Please do not hesitate to contact this office with any questions regarding the "Seniors Teaching Seniors" training program. Contact: Marsha Ann Raines at 280-4310 or 280-2513.

Sincerely,

Abraham Monk
Director

AM:lrh
enc

Outreach Flyer

The Brookdale Institute on Aging and Adult Human Development
At Columbia University
Announces

A Training Seminar
For Present and Future Senior Center
Volunteer Teachers and Discussion Group Leaders

THE PROGRAM

An 8 week training course especially designed to instruct retired individuals in the art of effectively teaching groups of senior adults. Classes will meet once a week at Columbia University beginning in March, 1982.

****Interesting Classes For Older Adults Taught By Columbia University Faculty

****Full Stipends Plus Reimbursement of Traveling Expenses For All Participants

****Special Certificate Upon Completion of the Course

WHO IS ELIGIBLE

Any retired person who is interested in developing and teching a class in a senior center may apply.

Individuals interested in teaching program topics such as:

*Health & Fitness	*Art History
*Nutrition	*Music Appreciation
*Humanities	*Current Events
*Literature	*Senior Entitlement & Benefits

*And Many Others

Will find this program especially helpful.

FOR MORE INFORMATION

The program is open to only 40 seniors on a first come, first served basis. Please hurry! If you are interested, application materials and further information on the Seniors-Teaching-Seniors program can be obtained from:

Ms. Marsha Ann Raines
Brookdale Institute on Aging and Adult Human Development
Columbia University
622 West 113th Street
New York, N.Y. 10025

Telephone: 280-4310, 280-2513

Application Form

Brookdale Institute on Aging and Adult Human Development
Columbia University

"SENIORS TEACHING SENIORS" TRAINING PROGRAM APPLICATION FORM

1. Name _____ Home Phone _____
   Address _____

   _____

2. Occupation Prior to Retirement _____

   _____

3. Are you currently a volunteer at a senior center? Yes ____ No ____
   If so, what kind of volunteer work do you do? _____

   _____

4. Are you presently teaching a class, leading a discussion group or involved in some kind of group activity at a senior center?

   Yes ____ No ____
   If so, please specify what type of group activity you lead or are actively involved in.

   _____

5. Upon completion of the "SENIORS TEACHING SENIORS" Training Program, what kind of class or group activity do you plan on teaching?

   _____

6. What senior center are you affiliated with?

   Center Name _____ Center Phone _____

   Address _____

   _____

   Center Director _____

We will be in touch with you concerning the date and time of the first class session. Please return the application by Feb. 1, 1982, to:

Ms. Marsha Ann Raines, Brookdale Institute on Aging and Adult Human Development, Columbia University, 622 West 113th St., New York, N.Y., 10025

Appendix B:

Sample Letter of Acceptance to Senior Center Director

Sample letter of acceptance to Senior Center Director

(Letterhead Stationery)

Date

(Insert Heading)

Dear (Insert Director's Name):

We are pleased to inform you that the center members listed below have been offered a place in the "Seniors Teaching Seniors" training program sponsored by the Brookdale Institute on Aging and Adult Human Development at Columbia University. Each participant has been awarded a full stipend covering the total cost of the program and transportation expenses.

(Names inserted)

The program is especially designed to instruct retired volunteers in the art of effectively teaching groups of older adults. Upon completion of the course, each volunteer participant will be expected to return to his or her senior center. Although Brookdale Institute staff will be available to provide technical assistance to participants, it is expected that senior center staff will provide the necessary support for each participant to initiate and conduct a class at your senior center.

We anticipate holding a graduation ceremony and reception in honor of the volunteer teachers on Monday, May 3, 1982. At that time, each trainee will be given a certificate of recognition. We hope that you can attend this ceremony. An invitation will follow.

Classes will meet one morning or afternoon a week, for eight weeks, at Columbia University, beginning on Monday, March 1, 1982. The training classes will be held at the Columbia University School of Social Work, 622 West 113th Street (near Broadway). The site may be reached by subway (#1 IRT Broadway Local to 116th or 110th Street) or by bus (M4, 5, 11 or 104). A map of the University is enclosed for your information.

Thank you and etc.

APPENDIX C

Relaxation and Breathing Exercises*

*Produced by the Communications Program, Graduate School of Business, Columbia University.

RELAXATION AND BREATHING EXERCISES

If you start to push because of tension, these things are likely to happen:

1) The voice goes up slightly in pitch and takes on a curious, unfocused quality. This irons out the flexibility of the voice, the natural talking inflections, so that we get a rhetorical tone and not a talking or conversational one. The meaning then stops being specific.

2) The sound comes out at the same pressure, which alienates the listener because his ear is being assualted and not drawn in to listen.

3) The tension in the neck restricts the throat and cuts out the lower tones of the voice, the chestnotes. This tension puts, as it were, skin on the tone, making it sound the same however much range you may be using. It negates the inflections, so that what you are saying becomes general and not particular.

4) The most important point is that, because the sound is being pushed, the listener is more aware of the sound than of the word. The throat is the one place where you should feel no effort.

You constantly have to differentiate between the tension you need and the tension you do not need. All unnecessary tension is wasted energy--it is energy being kept in and not made available for communication.

Exercises

1) Lie on the floor on your back with your buttocks flat. Feel the back as spread as possible.

   Crook your knees up a little apart, aware of them pointing to the ceiling. This should help to get your back flat. Do not push it down by tensing, however, just get it as flat as you can.

Try to be aware of your back spreading over the floor, and not sinking down into it. Let it spread.

Let the shoulders spread, try to feel the shoulder joints easing out, and not cramped in. It helps if you allow the elbows to fall away from the body, with the wrists inwards.

Now think of your back lengthening along the floor--become aware of your spine and try to feel each vertebra slightly easing away from the other.

Feel this right to the base of the spine--to the tail in fact.

Allow the head to lengthen out of the back.

Shake your wrists, very gently, and let them drop.

Move your elbows, feel them free, and let them drop.

Turn the head easily from side to side, feeling the muscles free, then back to a central position.

Press the head back slightly into the floor, then free it, and feel the difference between the tension and relaxation in the neck muscles.

Tense the chin slightly down and then free it, again being aware of the difference.

The head should be neither pressed back nor forward--but free.

Take time to feel these sensations of lengthening and widening and freedom in the different sets of muscles. Actually say to yourself:

Back spread
Shoulders spread and free
Lengthen down to the bottom of the spine, and
feel the wholeness of the back
Wrists free
Elbows free
Neck free, and lengthening out of the back

2) Put the backs of your hands on the bottom of the rib cage, where the ribs bulge most, in fact, because that is where you will find most movement.

Breathe in through the nose, feeling the ribs opening out along the floor at the back. Sigh out through an open mouth and throat, pushing <u>all</u> the air out of the lungs, down to the last bit. Wait until you feel the muscles between the ribs having to move, then fill slowly in again, aware of the ribs

widening round the back and sides and feeling the air filling the lungs deep down. Use the floor to help the feeling of widening. Sigh out.

Do this only two or three times, but breathing in through the nose and out through an open mouth and throat. Concentrate on the capacity of breath; to this end breathing in through the nose helps to stimulate the intake.

3) Get a stool or chair without arms on which you can sit straight but comfortable. Sit with your buttocks well down to cut out any hollowing in the back. Try to recall the sensation you had on the floor of the back long and wide. Give yourself the same orders:

Back wide
Back lengthening right through from the bottom of the spine
Head lengthening out of the back--feel it as all one unit.

HEAD

Drop your head forward, without letting your shoulders go, and pull up slowly, feeling the muscles in the back of the neck pulling it up.

Drop back and then lift, feeling your head lifting as you do so.

Drop to one side, stretch gently, and lift.

Drop to the other side, stretch, and lift.

Drop your head forward, roll round to the side, right back, to the other side, and then drop forward,

Repeat this movement, but rolling round the other way. Be careful not to turn the head as you roll--this is cheating.

Hold the head in a normal position again. Tense it very slightly back, feeling the tension in the muscles at the back of the neck, then free it and feel the difference.
Tense your chin slightly down, again feeling where the tension comes. Release it and notice the difference.

From this upright position nod very gently, noticing the freedom in the muscles of the neck and feeling the head poised but not tense. Free in fact. This exercise really is the most useful thing you can do to get the sense of freedom.

Give a very small head roll, hardly moving, but as if the head were on ball-bearings on top of the spine. Then hold it still and notice how it feels, but do not fix it. Still but not fixed.

SHOULDERS

Lift your shoulders gently, about half an inch, then drop them. When you have dropped them let them go even more--they usually can. Repeat this two or three times. Then just let them sit there--and remember that feeling of ease.

To recap, then. You have opened the rib cage by stimulating particularly the muscles between the ribs, by waiting for them to need to move, so that they spring out of their own volition and not by you pushing them out. You have also felt the back widening as you do so. You have drawn the air into the deepest part of the lungs, conscious of the spine lengthening down to its oot as you do so. You have also been conscious of air being drawn in thr ugh the nose, down through the bronchial tubes and the bronchioles to fill the space in the lungs. You have felt the air going deep into the stomach as the diaphragm goes down, and felt some movement of the stomach muscles to allow for this. And you used all this resource to make sound.

The next step is to apply this breathing to quite demanding pieces of text, something in which you are not particularly emotionally involved but which goes further to bridge the gap between exercise and interpretation. Narrative and descriptive material is best, as this demands plenty of range but keeps a conversational use of the range, thus stopping you becoming at all rhetorical.

Appendix D:

Course Preparation Tools:

Teaching Preparation Outline

Course Description Guidelines

Sample Course Description

Writing a Resume

TEACHING PREPARATION OUTLINE

I. Three to One Month Before First Class

A. Decide on a Teaching Topic

1. Investigate Resources
2. Outline a Lesson Plan
3. Prepare a Course Description
4. Prepare a Resume

B. Locate a Teaching Site

1. Set up an Appointment with appropriate staff person
2. Familiarize yourself with the Center's resources
3. Plan a method of publicizing your class with Center Staff

II. One Month Before The First Class

A. Visit the Teaching Site

1. Sit in on a class
2. Consult with other teachers
3. Locate room your class will be in
4. Anticipate possible transportation delays

III. One Week Before The First Class

A. Reconfirm class time and location

B. Familiarize yourself with names on the class roster

C. Prepare Introductory Lesson

IV. First Class

A. Arrive 20-30 minutes early

B. After the class, review the session in your mind

1. Try and determine what went particularly well and what needs to be improved upon

2. Touch base with Center Staff

COURSE DESCRIPTION GUIDELINES

A course description is a valuable tool because it can be used for a variety of purposes:

1) It may be attached to a resume to further elaborate on your specific teaching interest.

2) It is useful to advertise your class.

3) It provides the students with a clear, concise understanding of the course material.

4) It serves as an outline for course development and lesson plans.

Listed below are questions which should be answered in a course description (starred (*) items are optional):

1) What is the title of the course?

2) What will the content of he course be? (For example, if the title of the course is "American Litereature," which period do you intend to cover?)

3) What method of teaching will you use? (Lecture, debate, discussion . . .)

4) When will the course meet?

5) Where will the course meet?

6) How many sessions will be included in the course?

7) Do you plan on using guest speakers? Audio-visual materials?

8) Is a particular textbook required?

9) Will readings be assigned?

*10) Are there any class requirements?

*11) An attached bibliography is helpful because it provides students with additional readings on the subject matter.

Sample Course Description

Crocheting For Beginners

This course is specially designed for the individual who has never attempted to crochet before. Students will be taught the basic crochet stitches and will practice them in class. Once these fundamentals are learned, each student will choose a project. Suggested projects will include afghans, baby garments, placemats and shawls.

Materials Needed:
1) Size "G" crochet hook
2) Yarn
3) Scissors
*4) The book Introduction to Crocheting is recommended but not required.

Class Time: Mondays - 10:00 to 11:00
Ten Sessions beginning September 3, 1982

Place: Fisher Senior Center
Room #3

WRITING A RESUME

Resumes are very important because they represent you. Your resume should not be more than one to two pages long. Listed below are areas which should be covered on a resume.

1. PERSONAL INFORMATION

   Name
   Address
   Telephone Number

2. OBJECTIVE

   State what it is you want to teach

3. JOB EXPERIENCE

   List all paid full-time, part-time and/or volunteer work experience. It is a good idea to list these in chronological order (starting with your most recent position first). A description of your position is usually helpful.

4. ACTIVITIES AND AWARDS

   List your affiliations with volunteer organizations and community groups. Be sure to mention any volunteer offices you might have held. It is sometimes helpful to describe personal interests (especially if they are related to the subject you plan on teaching!).

5. TRAINING

   List the schools you have attended and degrees you have been awarded. Mention any adult continuing education courses you have taken as well as the "Seniors Teaching Seniors" training program!

6. *REFERENCES - available upon request

   *If you choose to give references, include the individual's name, address and position.

Appendix E:

Recognition of Completion

The Brookdale Institute on Aging and
Adult Human Development
Columbia University in the City of New York

_____

Has completed the

Seniors Teaching Seniors

training program conducted from _____ to _____

ABRAHAM MONK, Ph.D.
Director of Brookdale Institute

CYNTHIA STUEN, A.M.
Program Director